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ABSTRACT

This manual outlines and explains procedures for conducting a study of the exact content and requirements of jobs in order to develop an information base for students to use in evaluating their suitability for given jobs. Addressed in the first half of the guide are the following topics: the meaning of the term job study, the image of a job, problems of training, difficulties and distastes associated with different jobs, various mental skills required for different jobs, physical skills called for in certain jobs, selected job features, and special features associated with certain jobs. Next, guidelines are set forth for compiling a job study. Concluding the guide are several sample charts and forms for use in conducting a job study as well as a sample job study. Included along with the manual is a nine-part survey instrument for use in helping students determine their career interests and objectives. (MN)

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JOB STUDY MANUAL

by

Dr. David Willings

U.S. DEPARTMENT OF EDUCATION
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WHAT IS JOB STUDY

Testing for job suitability has advanced during this century but one problem still persists. Our knowledge of the exact content of many jobs, the exact skills required, the problems and what someone in the job will actually do is still very inadequate. Only a very few people would buy a car because it looks attractive. Most people will test drive it and, if they do not know much about cars themsevles, will have someone who does thoroughly check it over. Most people would be even more careful about buying a house. Yet selecting a career, the most crucial decision of one's whole life, is often carried out with very little systematic study of the job. More studying jobs and an increasing number of students are using studies of job in which they are interested to enable them to make a realistic choice. This manual is designed to offer a method of carrying out this all important task.

THE IMAGE OF THE JOB

Too many people base their career choice on the image of the job. For example most people think of a lawyer as arguing cases in court. This is the image of the job. In fact court work is only a small part of the day to day life of many lawyers. It is vital to look at two aspects of a job: -

The Image of the Job, and

The Hidden Factors

It is often the hidden factors which make a job interesting.

They can often only be determined by a detailed investigation of someone doing this job. This can be illustrated by the example of a museum curator. The image of the job was described to me by a sixteen year old student as "A living fossil looking after non-living fossils and stopping kids sticking chewing gum on exhibits." She wanted a job with people contact which would combine research and her artistic and literary talents. She also wanted a job with plenty of variety. This was a strong requirement for her. She told me "Doing the same thing day after day is what I dread most." In fact the hidden factors of museum work would make this job very congruent with her needs. They include: -

Answering queries from people engaged in research. Thus the Museum Curator is not only dealing with people but very interesting people.

Almost all museum curators arrange public lectures and give some. Public speaking is a hidden factor of museum work.

Exhibits do not walk into a museum. They must be found and identified which involves a great deal of research.

Exhibits must be properly displayed. The museum curator must have a very good eye for design and layout.

A museum has to be organized and managed. The museum curator is as much a business manager as anyone in a manufacturing company.

Records have to be kept up to date.

All jobs have a variety of hidden factors.

The hidden factor of farming is that the farmer who does not expect to go bankrupt must be a business person. In these days the person who wants to escape from the competitive struggle and be close to nature (the image of farming put to me by a student) had better stay away from farming as a career. Many people select a career because of the image of the job. Probably more serious, many people reject a career in which they could be happy because of the image of the job.

PROBLEMS OF TRAINING

Another problem which is in fact two problems is the problems of the job as opposed to problems of training. A student told me he would like to be a veterinarian but he could not stand the sight of blood. This is a problem of training; a problem which will be partially overcome with training. After training he will find it does not worry him. Of course only a psychotic enjoys the sight of blood. Many now successful surgeons have passed out the first time they assisted at an operation. This is a problem of training. On the other hand another student wanted to be a pilot in the Air Force. He had slightly defective colour vision. This was a problem of the job. Without perfect colour vision he would be unlikely to be accepted either by the Air Force or a civil airline.

DIFFICULTIES AND DISTASTES

All jobs have some parts that the people doing them do not like and these must be studied. Most people in these jobs feel that the overall job is sufficiently rewarding that they will tolerate the difficulties and distastes. The job without them has yet to be created. Sometimes they are not at all obvious. A group of police officers informed me that the job they liked

least and found most difficult was breaking the news that there has been an accident or tragedy to the victim's family. A group of Episcopalian and Roman Catholic Priests told me that the real difficulty of their vocation is that a Priest very rarely sees results. A Priest can only proceed doing the best job he can and hope he is having a good effect. Many people could not take this and in such cases they should keep out of the Priesthood. However, without studying the job very few people would consider this as a difficulty. All the Priests I interviewed (and all the police officers) agreed that the overall job was sufficiently rewarding that they are prepared to go on doing it in spite of the difficulties and distastes.

MENTAL SKILLS

There are many definitions of mental skills. For the purposes of studying jobs eight mental skills can be considered.

Administrative: the ability to plan and organize with due attention to detail.

Mathematical: the ability to understand and properly use figures and mathematical data.

Sales: the ability to put one's ideas over with the spoken word.

Mechanical: the ability to work with one's hands, comprehend and properly use machinery.

Verbal: the ability to put one's ideas over with the written word.

People Orientation: the ability to understand and help with other people's problems.

Diagnostic: the ability to identify problems and work out the real nature of problems.

Activity: the ability to get things done, often through other people.

Most people are high on one or two skills. Only rarely does one find someone high on more than two. In addition almost all of us are low on at least two skills and average on the other skills.

All jobs have a key skill. Clearly Sales is the key skill for a Sales Representative. People Orientation is the key skill for a Social Worker or a Priest. Diagnostic is the key skill for anyone engaged in research. However, in studying a job it is necessary to consider the complementary skills. Very few people fail at a job because they lack the key skill. Too often people fail at a job because they lack a complementary skill. An example is a case of someone working in a social service organization. He was excellent with the clients (the key skill) but when it came to writing a report he laboured in agony and his reports were barely comprehensible. He lost the job not because he lacked the key skill (People Orientation) but because he lacked verbal skills, a vital complementary skill. The complementary skills can often only be ascertained by studying the job.

In studying a job these skills are rated: -

High: very much above average

Medium/High: above average

Medium: average

Medium/Low: below average

Low: well below average.

The level of each skill required for the job being studied is documented. A note of caution must be added. People tend to overestimate the skill level required for their job. The main concern is to find the lowest skill level at which someone could still do the job and enjoy it. The two are important. Sometimes someone who is not high on a skill could do a job but would find it

so frustrating that there would be little or no enjoyment. One of the objectives of job study is to enable people to find a job they will do well and enjoy.

PHYSICAL SKILLS

Most jobs will require some of the physical skills given below:

Color Vision: the ability correctly to perceive color. While very few people are totally color blind there is a proportion of people who are either red/green blind or blue/yellow blind or color weak. The color weak person cannot perceive shades of color. Perfect color vision is a requirement for airline pilots and for sea duty in the Navy. A museum curator could not perform the design and layout aspects of the job without good color vision. For some jobs it is irrelevant. As a Professor of Personnel Management engaged in research on the gifted and talented I could be totally color blind and still do the job.

Visual Discrimination: the ability to perceive very minute detail. This would be a highly important skill for a watchmaker or a jeweller.

Reaction speed: the ability to react in milliseconds. In 150 milliseconds a jet aircraft has covered an appreciable distance. Reaction speed is very important for an airline pilot. Most jobs only require someone to react in seconds or even longer. For these jobs reaction speed is irrelevant.

Two hand co-ordination: the ability to use both hands in conjunction with each other. This is important for many technical jobs. A concert pianist must be high on two hand co-ordination. On the other hand as a writer on career development for the gifted and talented I need only my right hand (or my left hand if I were left handed). Two hand co-ordination is irrelevant to the job. If I only had one arm I could still do my job.

Hand/eye co-ordination: the ability of the hands to respond to cues presented by the eye.

Multiple limb co-ordination: the ability to use all four limbs in conjunction with each other. Driving entails a low level of multiple limb co-ordination. A Fire Officer must be high on this physical skill. His life may depend on it. In many jobs it is irrelevant. An accountant could still do his/her job if confined to a wheelchair and so this skill is irrelevant.

Arm/hand steadiness: the ability to keep a steady hand. A soldering iron in the hands of someone low on arm/hand steadiness would be a safety hazard.

Postural Discrimination: the ability to determine the position of the body. A Fire Officer must be high on this skill and some of the training a Fire Officer undergoes is designed to develop postural discrimination. A soldier on combat duty must always be sure he is not drawing enemy fire by casting a shadow. A teacher (other than a Physical Education teacher) is either standing up or sitting down and we assume he can tell the difference! Postural discrimination is irrelevant to the job.

Auditory Discrimination: the ability to perceive minute variations in sound. Obviously this is important for a conductor of an orchestra. In some technical jobs a barely perceptible change in the sound of machinery can give vital clues. A counselling psychologist must be at least average on this skill. Changes in a patient's tone, a slight lowering of the voice can give the psychologist an indication of a problem area.

Physical Strength: self explanatory. The number of jobs requiring this skill have decreased over the past twenty years with the increasing use of machinery for heavy work. However, it is still fairly important in some jobs such as farming.

Physical Fitness: relates to stamina. A counselling psychologist does not require physical strength but it is a demanding job in that it requires intense concentration which can be extremely tiring.

Effective Intelligence: can be described as common sense. Some people have a very high I.Q. and are brilliant but for all practical purposes are lacking in common sense. A Police Officer does not need to be academically brilliant but public safety depends on his/her common sense.

Speech: the ability to speak clearly and be heard without difficulty. This is a vital skill for a Priest, a Politician, a Teacher but also, as has been shown, for a Museum Curator.

These skills are rated: -

High

Medium/High

Medium

Medium/Low

Low

Irrelevant.

JOB FEATURES

Responsibility for Own Work: this varies very considerably. In some jobs the person doing it is told what to do and someone checks the job when it is done. In other jobs a person is free to structure the job as he/she sees fit. There are all manner of variations between these two extremes.

Responsibility for Work of Others: a Factory Manager is responsible for the work of everyone in the Factory. If a consignment proves defective the company will not accept that the assemblers did a poor job. It is up to the Factory Manager to see that the assemblers produce acceptable work.

Responsibility for Safety of Others: the Captain of an aircraft is legally responsible for the safety of all passengers and crew and has the power of arrest to ensure that safety rules are followed. In some jobs this feature is irrelevant. For example the Secretary to a School Principal has no such responsibility. If there were a safety hazard in a school the Principal could be on the wrong end of a lawsuit but I cannot imagine any circumstances under which the Principal's secretary could be sued.

Responsibility for Life of Others: the Captain of an aircraft is also responsible for the life of passengers and crew as is the Captain of a ship. An officer in the Forces is responsible for the lives of his men.

Variety: when someone approaches a Police Officer be may want to ask the way to the Post Office or he may want to report a murder. The Police Officer could not predict what he/she will be doing tomorrow. Often he/she does not know what today will bring. Variety for a Police Officer is high. Some people could not take this much variety. There are other jobs where the people doing it know exactly what they will be doing next week and have a good idea what they will be doing next year.

Confusion Tolerance: the ability to

"Keep your head when all about you, are losing theirs ...." In some jobs everything is happening at once. The person doing the job must be able to switch from one thing to another and back to some previous job. A Professor of Production Engineering told me that the Production Manager in a factory is like a juggler balancing five plates and keeping them in motion. In fact he is saying that confusion tolerance is high for a Production Manager.

Hazards: can often only be documented by studying the job. For example a Consultant who runs numerous conventions would shake hands with several hundred people during a convention. Any Orthopaedic Surgeon knows that this can cause severe damage to the hand. In the 1980 Presidential Election campaign I noticed on television that Governor Reagan (as he then was) was offering his left hand. In studying jobs one must be prepared for surprises when looking at hazards.

Independence: incumbents of many jobs have no one to tell them what to do.

Companionship: relates to the extent to which one is working with people doing the same job and experiencing the same problems. It does not relate to working with other people. The Captain of a ship is with people all the time but there is only one Captain and thus companionship is low. In most companies there is only one Personnel Manager. Thus although he/she deals with more people than anyone else in the company companionship is low. On the other hand a Professor of French will usually have several colleagues all of whom are teaching and carrying out research in French. Companionship will probably be medium/high.

Educational Attainments: are rated as follows: -

Doctoral Degree - High

Masters' Degree - Medium/High

Bachelors' Degree - Medium

Vocational Training - Medium/Low

On the job training - Low

Advancement Scope: must be documented realistically with a view to practice rather than theory. In theory anyone who joins the army with a Bachelors' Degree can become a General. The most likely course of events is that he/she will get an automatic promotion from Lieutenant to Captain and another promotion to Major. The majority of officers do not rise above the rank of Major. In some jobs advancement scope is very limited. A Veterinarian in a country practice will be in veterinary practice for life. Many veterinarians are not interested in advancement. The same is true of many Professors. They are in that job because of the attraction of teaching and research. They would not take the Dean's job if it were offered to them.

Received Supervision: some jobs require almost constant checking with a supervisor. Other jobs have very little supervision. A Priest for example reports to his Bishop on some matters but a Bishop's power to interfere in the running of a Parish is very limited. It would be a brave Bishop who would try! Received Supervision would be low for a Priest as it would be for a lawyer. For a secretary it would be high or medium/high. Some managers give a certain amount of freedom to their secretaries.

Outside Pressures: are beyond the control of the person doing the job but dictate the way it is done. What a Pharmacist may supply is regulated by law. If his/her assistant fills a prescription the Pharmacist must check it. The law requires this. Drug records must be kept and are subject to inspection by the Police. Outside pressures would be high for a Pharmacist. A University Professor, on the other hand, has little if any legal restriction. If any legislator tried to tell him/her what to teach he/she would howl that his/her academic freedom was being violated. Outside pressures are low for a Professor.

SPECIAL FEATURES

Often there is some aspect of a job which keeps people in it but which may not suit everyone.

A special feature of a Professor's job is the academic freedom. As a Professor of Personnel Management I must teach that subject and carry out research in some area related to it. I cannot say "I don't feel like teaching Personnel Management this term, I will teach French instead". However, what I teach in my Personnel Management courses is entirely up to me. I must carry out research but I did not ask anyone's permission to do my research on the career problems of the gifted and talented. For anyone to question this would be a violation of my academic freedom.

A special feature of a Priest's job is that it could hardly be performed without a strong personal faith and religious commitment.

COMPILING A JOB STUDY

A Careers Counsellor who is not engaged in Job Study is only doing a partial job. The Careers Counsellor should be doing job studies for two reasons: -

to give himself/herself direct contact with jobs outside of the counselling range

to make the job studies available to students.

In the Occupational Guidance Service of the British Department of Employment it is a requirement that all Occupational Guidance Officers spend one day a week on Job Studies. They are perceived as an integral part of Occupational Guidance. Some institutions have experimented with having students do their own job studies. Students tend to come away with a misleading picture although some useful results have been achieved by having children in Grades 11 and 12 in the upper I.Q. ranges (135+) carry out job studies under the supervision of the Counsellor.

In selecting people whose jobs are to be studied the Counsellor should seek people who have been in a job for at least three years and are happy there. Having found such a person (and there are many) the Counsellor should first ask

"Please will you describe a typical day in your job. Tell me everything you did." This will give the Counsellor a preliminary sketch. If possible the Counsellor should then spend a day with the incumbent of the job observing what he/she does and noting the mental and physical skills used. It will also give the Counsellor an indication of the hidden factors. The Counsellor should then ask

"Now please tell me about your training. In any job we receive some training and we also train ourselves. I am interested both in the training you received and how you trained yourself." This will give some indications of problems of training. The Counsellor can often ask

"What problems did you encounter in training?" However, answers are often subjective and this question should be followed by

"Did most of your colleagues experience that problem?"

To ascertain the difficulties and distastes the Counsellor then goes on to ask

"There are things about any job that we don't like. Would you tell me please what you don't like about your job?" and this question also should be followed by *"Would most of your colleagues feel the same way?"* To reinforce the answers to this question the Counsellor should go on to ask

"If you had to select one thing that you liked least about your job what would you select?" and this question also is followed by

"Would most of your colleagues agree with you?"

The Counsellor should then go on to ask

"Now please tell me the things you like about your job". "Would most of your colleagues feel the same way?" "If you had to select one thing that you liked most about your job what would you select?"

"Would most of your colleagues feel the same way?" This will often give the Counsellor an indication of the Special Features.

The Mental Skills, Physical Skills and Job Features are then documented. The Counsellor should explain each skill or feature and ask the person being studied to rate each skill as:

High,

Medium/High,

Medium,

Medium/Low,

Low,

Irrelevant.

However, caution is needed here. Almost all people tend to overestimate the skills needed for their job. In Job Study the objective is to find the lowest level of skill at which the job can be effectively performed and enjoyed. It is often necessary to ask

"Could I still do your job if I were lower on that skill?"

Would I enjoy the job if I were lower on that skill?

and sometimes such question as

"Could I do your job if I were blind?"

"Could I do your job if I were confined to a wheelchair?"

"Could I do your job if I had one arm?"

will determine the relevance of a skill.

Bearing in mind that most people overestimate the level for their job comparisons can sometimes be made. A job where the skill needed is self evidently high is taken and the Counsellor asks himself/herself whether the skill level required for the job being studied is equally high as for the comparison job. For example all the teachers I have studied have suggested that the skill level for Speech should be high. Certainly it is an important skill. However, is it as important for a teacher as for a radio announcer or

a television announcer? Most teachers agree that it would be desirable but they also agree that many teachers do not have that skill level and still do a good job. For a radio announcer speech is self evidently high. For a teacher speech is medium/high. It bears repetition that in Job Study the concern is for the lowest level of skill with which someone can do the job effectively and enjoy it. A teacher who was less than medium/high on speech could hardly be effective.

The Job Profile is then drawn up. This consists of at least five hundred words of narrative describing a typical working day. Students want to know what they will be expected to do if they take up a particular career. It should therefore be readable, informative and moderately informal. A Job Study Chart is attached to this narrative. It is assumed that students will have been taught how to interpret a Job Study Chart. The Chart takes the following format: -

Job .....

MENTAL SKILLS

	Low	Medium/ Low	Medium	Medium/ High	High
Administrative					
Mathematical					
Sales					
Mechanical					
Verbal					
People Orientation					
Diagnostic					
Activity					

Key Skill .....

Complementary Skills .....

.....

PHYSICAL SKILLS

	Irrelevant	Low	Medium/ Low	Medium	Medium/ High	High
Color Vision						
Visual Discrimination						
Reaction Speed						
Two hand Co-ordination						
Hand/Eye Co-ordination						
Multiple limb Co-ordination						
Arm/hand Steadiness						
Postural Discrimination						
Auditory discrimination						
Physical Strength						
Physical Fitness						
Effective Intelligence						
Speech						

Special Skill .....

JOB FEATURES

	Irrelevant	Low	Medium/ Low	Medium	Medium/ High	High
Responsibility for Own Work						
Responsibility For Work of Others						
Responsibility For Safety of Others						
Responsibility for Life of Others						
Variety						
Confusion Tolerance						
Hazards						
Independence						
Companionship						
Educational Attainments						
Advancement Scope						
Received Supervision						
Outside Pressures						

Image of the Job .....

.....

Hidden Factors 1) .....

2) .....

3) .....

4) .....

5) .....

6) .....

7) .....

8) .....

Problems of Training .....

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Difficulties and Distastes .....

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Special Features .....

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A SAMPLE JOB STUDY

Job ..... *Museum Curator*

Description. *Mrs. Brenda Mott is Curator of a Museum in a small coastal town. She took a degree in Anthropology and then a Masters Degree in Museum Administration. During several summer vacations she worked as a voluntary helper in a museum. Her day began before the Museum opened. She spent half an hour perched at the top of a ladder arranging an exhibit. When the Museum opened she kept an appointment with a Ph.D. student who is working on a dissertation on the fishing industry in the eighteenth century. When she had helped this student she turned her attention to some of her office work. The insurance on the museum was due for renewal and she called the insurance company and discussed the policy. She then replied to several letters. After that she and her secretary turned to their card index. This is a card index of exhibits available not only in the Museum but in the locality. This has to be constantly kept up to date. Following this she had a discussion with her assistant who was organizing an exhibition of fashions among the eighteenth century pioneers.*

A farmer brought in an implement which he asked her to identify. She was fairly sure it was a Pre-Columbian spearhead but to be completely sure she promised to take it to a Professor of Archaeology. An expert from a Toronto Museum called. She had sent him an object. She was fairly sure herself it was a forgery and the expert confirmed this.

After an early lunch she went to a meeting of the Budget Committee. Money was short all over the country and the Museum's budget looked liked being cut. It was a depressing meeting. She argued strongly against cuts in the Museum budget but came away from the meeting knowing she would be lucky if the

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cuts were not too heavy. From the meeting she drove to a site where a team of archaeologists were engaged on a dig. She arranged with the Professor in charge of the dig, Dr. Dawlish, to have photographs of the dig sent to the Museum. From there she visited a Family Doctor who had a collection of 18th century surgical instruments. He had agreed to loan some of them to the Museum and Mrs. Mott had already prepared explanatory cards which would be placed beside them. This had entailed a fair amount of research. When she got back to the Museum a Minister brought in a picture and asked her to identify it. She and her assistant studied the picture and from the costumes and their knowledge of local history they believed it depicted the celebration in that part of Canada of Queen Victoria's Golden Jubilee.

Mrs. Mott then turned her attention to arranging a group of exhibits. This calls for a very good eye for design and color. She then called the news editor of the local newspaper to give him details of the exhibition of 18th century surgical instruments. She checked the lecture room. That night a well known ornithologist was giving a lecture on the birds of that region. She would be taking the chair at the lecture which was one of a series. The previous week she had given one on local history herself. Next week her assistant would be giving a lecture on fashion in 18th century. A Professor from a German University came into the museum. He was pursuing research on the design of fishing boats. She helped him find the information he needed. She then had a quick meal and came back to the Museum to take the chair at the public lecture. Mrs. Mott points out "anyone who wants an eight thirty to five o'clock job should keep out of this one". As far as Advancement Scope is concerned Mrs. Mott points out that occasionally vacancies arise in National Museums or Museums specializing in one subject but they also are operating

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on limited budgets. However, many Museum Curators would not be interested in a change. Mrs. Mott expects to spend her whole life as a Curator of a local museum and she is perfectly happy about this. It is the work itself that she enjoys. She enjoys the wide range of problems in a local museum and the feeling that she is an integral part of the locality. She would not be interested in specializing. Asked what really attracts her to stay in the job she had no hesitation in saying "the wide variety of interesting people I meet". She feels that most of her colleagues would agree with her.

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MENTAL SKILLS

	Low	Medium/ Low	Medium	Medium/ High	High
Administrative				(X)	
Mathematical	(X)				
Sales				(X)	
Mechanical			(X)		
Verbal			(X)		
People Orientation	(X)				
Diagnostic					(X)
Activity				(X)	

Key Skill ..... *Diagnostic*

Complementary Skills *Administrative, Sales and Activity*

PHYSICAL SKILLS

	Irrelevant	Low	Medium/ Low	Medium	Medium/ High	High
Color vision						(X)
Visual Discrimination					(X)	
Reaction Speed	(X)					
Two Hand Co-ordination					(X)	
Hand/Eye Co-ordination				(X)		
Multiple Limb Co-ordination		(X)		*driving*		
Arm/Hand Steadiness					(X)	
Postural Discrimination				(X)		
Auditory Discrimination	(X)					
Physical Strength	(X)					
Physical Fitness				(X)		
Effective Intelligence					(X)	
Speech					(X)	

Special Skills *eye for color and design*

JOB FEATURES

	Irrelevant	Low	Medium/ Low	Medium	Medium/ High	High
Responsibility For Own Work						(X)
Responsibility for Work of Others				(X)		
Responsibility for Safety of Others			(X)			
Responsibility for Life of Others			(X)			
Variety					(X)	
Confusion Tolerance				(X)		
Hazards			(X)			
Independence					(X)	
Companionship			(X)			
Educational Attainments	*Bachelors' Degree and Masters' Degree in Museum Administration*				(X)	
Advancement Scope		(X)				
Received Supervision		(X)				
Outside Pressures				(X)		

Image of Job *non living fossils looking after living fossils and stopping kids from sticking chewing gum on exhibits*

Hidden Factors
1) *Assisting people engaged in research*
2) *Public speaking and arranging lectures*
3) *Finding and identifying exhibits*
4) *Displaying exhibits*
5) *Liaison with official bodies*
6) *Record keeping*
7) *Numerous managerial functions*
8) .....

Problems of Training
1) *Many museum curators do voluntary work in a museum before they qualify*
2) *The Museum Curator must acquire a wide range of interests and know who the experts are in a wide range of areas*

Difficulties and Distastes
1) *Most Museums, if not all Museums, operate on a limited budget*
2) *There are considerable demands on evenings and other free time.*

Special Features *The Museum Curator is dealing with a wide variety of interesting people*

CONCLUDING COMMENTS

Too many Career Choices are made on the basis of inadequate information. As more and more careers open up to young people than ever before many of them feel like a five year old in an overstocked candy store. By making Job Studies available to them the Counsellor is giving them some clearly documented information. However, merely to tell a student "go through the Job Studies and see if there are any there that interest you" is far from adequate. This would be like a doctor telling a patient "go through this list of medications and decide which one is best for you: then I'll prescribe it". Job Studies are not a substitute for Counselling. After testing and a counselling interview the student can be told "I believe these jobs may be of interest to you. There are Job Studies on them in the Counselling Library. Will you have a look at them and then come and talk to me again." It is assumed that the student will have been taught how to gather information from a Job Study. Not to do so would be like giving someone a map and neglecting to teach him map reading. Perusal of Job Studies comes at a late stage of Counselling never before Counselling and never at the early stages. Students must, of course, be made aware that the skill levels documented are the lowest level of skill at which the job can be effectively performed and enjoyed.

Compiling a Library of Job Studies can be a slow business. Deciding what jobs to study can often be dictated by the availability of people willing to be studied. The Job Studies made available should be based on the tests used. If the Counsellor uses the Kuder Scales then jobs should be studied calling for a high score on each of the Kuder variables. I know of one case

where ten counsellors got together and all studied different jobs. They made their Job Studies available to each other. At the end of a year they each had three hundred Job Studies available to people needing their help. After five years anyone consulting them could be directed to any one or more of a thousand Job Studies.

Job Study not only gives invaluable insights to the Counsellor it makes available to students the information they need to make the most vital choice of their whole lives.

Faculty of Administration
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CAREERS CHOICE

NAME (block capitals) _____ Date of Birth _____

Present Occupation: _____
(If you are a student, state discipline in which you are studying.)

Sex: _____

Father's Occupation: _____

Mother's Occupation: _____

Nationality: _____

What led you to decide on your present occupation or course of study? _____

_____

_____

_____

_____

_____

What factors led you to specialize either in academic, technical, or commercial at High School?

_____

_____

_____

_____

_____

Who do you consider influenced you most in your choice? (e.g. Father, Friend, Relation, Teacher or another (please describe)).

_____

_____

_____

PART 2

LIFE GOALS

On the following page we have listed eleven life goals. Other definitions for these life goals are possible; nevertheless, for the purposes of this exercise, please use those provided below.

a. Leadership. To become an influential leader; to organize and control others to achieve community or organizational goals.

b. Expertness. To become an authority on a special subject; to persevere to reach a hoped for expert level of skill and accomplishment.

c. Prestige. To become well-known, to obtain recognition, awards, or high social status.

d. Service. To contribute to the satisfaction of others; to be helpful to others who need it.

e. Wealth. To earn a great deal of money; to build up a large financial estate.

f. Independence. To have the opportunity for freedom of thought and action; to be one's own boss.

g. Affection. To obtain and share companionship and affection through immediate family and friends.

h. Security. To achieve and assume a stable position in work and financial situations.

i. Self-realization. To optimize personal development; to realize one's full creative and innovative potential.

j. Duty. To dedicate oneself totally to the pursuit of ultimate values, ideals and principles.

k. Pleasure. To enjoy life, to be happy and content, to have the good things in life.

Rate your own life goals in order of importance.

First, consider only yourself. Which one of the goals is most important to you. Assign this a rank of 1. Which of the goals is least important to you? Assign this a rank of 11. Fill in the remaining ranks in the first column. DO NOT TIE ANY RANKS. Guess if necessary.

Then rank your estimate of the life goals of the person who influenced you most in your career decisions (described below as third party).

	Yourself	3rd Party
Leadership	_____	_____
Expertness	_____	_____
Prestige	_____	_____
Service	_____	_____
Wealth	_____	_____
Independence	_____	_____
Affection	_____	_____
Security	_____	_____
Self-realization	_____	_____
Duty	_____	_____
Pleasure	_____	_____

PART 3

FACTORS IN WORK

a) Give a rating from 1 (the most important) to 19 (the least important) to the factors which you feel you personally would find necessary for you to be satisfied and make a worthwhile contribution in your career.

b) Rate on a five point scale what you think would be your chances of finding each factor in your career (5 very high, 4 high, 3 not very high, 2 low, 1 very low, 0 non-existent, ? don't know).

	Importance	Chance of Finding
Interesting work	_____	_____
High salary	_____	_____
Research opportunities	_____	_____
Opportunities for Travel	_____	_____
Prospects of Advancement	_____	_____
Scope to develop own ideas	_____	_____
Location	_____	_____
Conditions	_____	_____
Time and opportunity for outside interests	_____	_____
Outlets for personal creativity	_____	_____
Prestige of the company	_____	_____
Competent supervision	_____	_____
Status	_____	_____
Recognition of own contribution	_____	_____
Educational and Training Opportunities	_____	_____
Security	_____	_____
Absence of bureaucratic restrictions	_____	_____
Efficient company administration	_____	_____
Personal involvement with the job	_____	_____

PART 4

VOCATIONAL SKILLS

For the purpose of this questionnaire we have described these as follows:

Administrative: the ability to plan and organize with due attention to detail.

Mathematical: the ability to understand and properly use figures and mathematical data.

Sales: the ability to put one's ideas over with the spoken word.

Mechanical: the ability to work with one's hands, comprehend and properly use machinery.

Verbal: the ability to put one's ideas over with the written word.

People Orientation: the ability to understand and help with other people's problems.

Diagnostic: the ability to identify problems and work out the real nature of problems.

Activity: the ability to get things done, often through other people.

Rate your own skills as follows:

Very high	7
High	6
Medium High	5
Medium	4
Medium Low	3
Low	2
Very Low	1

Then indicate the skill rating you would like to have.

Finally estimate the skill rating of the person whom you have said influenced you most in deciding on your type of career.

Skill	Yourself (actual)	Yourself (desired)	3rd Party
Administrative	_____	_____	_____
Sales	_____	_____	_____
People Orientation	_____	_____	_____
Mechanical	_____	_____	_____
Verbal	_____	_____	_____
Mathematical	_____	_____	_____
Diagnostic	_____	_____	_____
Activity	_____	_____	_____

PART 5

MOTIVATION

Think of a time when you felt exceptionally good and a time when you felt exceptionally bad about something. Please tell us what happened.

GOOD

Do not write anything in this margin.

BAD

PART 6

PREFERENCES

Assume that training is no problem. Below we have listed various professions. Indicate what you feel about them as follows:

1 - I am almost sure I would like it
2 - I think I would like it
3 - Probably I would like it
4 - I don't think I would like it
5 - Probably I would dislike it
6 - I am almost sure I would dislike it
7 - I am absolutely sure I would dislike it

Missionary	_____	Social Worker	_____	Politician	_____
Dentist	_____	School teacher	_____	Accountant	_____
Professor	_____	Farmer	_____	Journalist	_____
Lawyer	_____	Actor	_____	Librarian	_____
Salesman	_____	Nurse	_____	Veterinarian	_____
Airline Pilot	_____	Secretary	_____	TV Announcer	_____
Armed Forces	_____	Theatre Manager	_____	Hotel Manager	_____
Restaurant Mgr.	_____	Mechanic	_____	Film Director	_____
Judge	_____	Architect	_____	Statistician	_____
Photographer	_____	Interpreter	_____	Pathologist	_____

Take a job you have rated 1 and tell us why you feel you would like it.

Take a job you have rated 6 or 7 and tell us why you would dislike it.

PART 7

QUALITY OF LIFE

Place a monetary value on the factors below which we think you will agree make for satisfaction with life in general. Do not give any factor a lower value than $500 or more than $20,000. If you give some factor a value of $20,000 that means it is of paramount importance to you and you do not feel life would be worth living without it. If you give it $500, it means this is not at all important. Values somewhere between $500 and $20,000 indicate relative importance.

1)	An interesting job	( )
2)	Happy Marriage	( )
3)	Rewarding hobbies and/or recreation	( )
4)	Good prospects of advancement in my job	( )
5)	A well paid job	( )
6)	Happiness of my children	( )
7)	That my superiors at work recognize and appreciate the value of what I do	( )
8)	To visit new places, new countries	( )
9)	Good health for myself	( )
10)	To be able to share my interests, hopes, fears and aspirations with someone	( )
11)	To feel I have achieved something worthwhile in my work	( )
12)	To know myself that I deserve the appreciation of my family and friends	( )
13)	To work with people I get on well with	( )
14)	To be appreciated by those working under me	( )
15)	A relatively clear conscience	( )
16)	To be successful in my hobbies or recreation	( )
17)	To know myself that I am performing competently at my job	( )

PART 8

SELF DESCRIPTION

Below we have given some words which may or may not describe you. Indicate as follows:

1 - accurately describes me
2 - sometimes describes me
3 - occasionally true of me
4 - never true of me

Shy	_____	Idealistic	_____
Ambitious	_____	Argumentative	_____
Considerate	_____	Nervous	_____
Tactful	_____	Kind	_____
Sensitive	_____	Affectionate	_____
Lazy	_____	Easily Influenced	_____
Disorganized	_____	Over confident	_____
Consistent	_____	Unimaginative	_____
Hard Working	_____		

Now write out the three you think most accurately describe you.

_____

_____

_____

PART 9

THE FUTURE

Try to think of yourself in ten year's time. State below what you think would describe you ten years from today.